

DOCUMENT RESUME

ED 420 361

PS 025 277

AUTHOR Colbert, Karen K.; Hegland, Susan M.
TITLE Predictors of Authoritative Parenting in Kindergarten.
PUB DATE 1997-04-03
NOTE 9p.; Paper presented at the Conference of the Society for Research in Child Development (Washington, DC, April 3, 1997).
PUB TYPE Reports - Research (143) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Child Rearing; Interpersonal Competence; Kindergarten; *Kindergarten Children; Parent Attitudes; Parent Background; Parent Child Relationship; *Parents; Poverty; Predictor Variables; Primary Education; Self Esteem; Well Being
IDENTIFIERS *Authoritative Parenting; Parenting Styles

ABSTRACT

This study examined the relationships among parent psychological well-being, parents' perceptions of their children's social competence, and reported use of authoritative parenting strategies during the kindergarten year. Parents of 179 kindergarten children in a small Midwestern U.S. city who were also involved in a Head Start Transition Study were recruited for this study. All parent measures were collected in interviews conducted in the home. In the fall of the kindergarten year, parents were asked to assess their children's social skills using the Social Skills Rating Scale and to complete a global measure of the parents' self-esteem. A measure of authoritative parenting was completed the following spring. Preliminary analyses indicated that both parents' self-esteem and parents' ratings of their children's social competence in the fall of kindergarten were predictive of more authoritative parenting skills in spring, after accounting for the influence of poverty and parent educational level. (Author)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

Predictors of Authoritative Parenting in Kindergarten

Karen K. Colbert & Susan M. Hegland

Iowa State University

Preliminary Analyses: Please do not cite or quote without permission

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL HAS
BEEN GRANTED BY

Karen K.
Colbert

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

1

A paper presented at the Conference of the Society for Research in Child Development, Washington, DC, April 3, 1997. This study was partially supported by a grant to Mid-Iowa Community Action, Inc. from the Department of Health and Human Services and by the Family and Consumer Sciences Research Institute at Iowa State University. The authors gratefully acknowledge the assistance of Christina Emery, Erika Kluge Frake, Tammi Hechtner, Cathy Hockaday, and Kristin Riggins Caspers in data collection and analysis. Direct correspondence to Karen Colbert, Department of Human Development & Family Studies, 201 Child Development, Iowa State University, Ames, IA 50011-1030 (kcolbert@iastate.edu).

Abstract

This study examined the relationships among parent psychological well-being, parent's perceptions of their children's social competence, and reported use of authoritative parenting strategies during the kindergarten year. Parents of 179 kindergarten children in a small midwestern city were recruited to be in the study. All parent measures were collected in interviews conducted in the home. In the fall of the kindergarten year, parents were asked to assess their children's social skills using the Social Skills Rating Scale (Gresham & Elliot, 1990), and to complete a global measure of the parent's self-esteem (Rosenberg, 1965). A measure of authoritative parenting (Slater & Power, 1987) was completed the following spring. Preliminary analyses indicated that both parent's self-esteem and parents' ratings of their children's social competence in the fall of kindergarten are predictive of more authoritative parenting skills in spring, after accounting for the influence of poverty and parent education. Intervention programs that focus on parenting skills may be more effective by working on building parent self-esteem and parents' perceptions of their children's competence.

Prediction

Parent's self-esteem and parent's perceptions of their children's social skills in the fall of the kindergarten year are predictive of parental use of authoritative parenting skills in the spring, after considering the influence of poverty and parent education.

Previous Research Findings

- One common childrearing goal parents have is to foster optimal competence in their children (Baumrind, 1996). The authoritative model is characterized by parents who are warm and responsive, yet demanding of their children.
- Measures of global self-esteem are associated with psychological well-being and have an inverse relationship with depression (Rosenberg, 1985), where depression has more effect on self-esteem than the reverse (Rosenberg, Schooler, & Schoenbach, 1989).
- Depression may influence parenting behaviors in a variety of ways that are not well understood because of methodological difficulties (Richters, 1992). Depression may interfere with warmth, consistency, communication, and parental perceptions.
- The social competence of the child may influence authoritative parenting (Bell, 1968). Parents who perceive their child to be more competent may be more likely to use more authoritative, rather than authoritarian, parenting strategies.
- Parental use of inductive discipline, as opposed to power-assertive discipline, is positively related to children's prosocial behavior (Krevans & Gibbs, 1996).

Therefore, previous literature leads us to examine how parental self-esteem and perceptions of children's social competence relate to authoritative parenting.

Method

Participants

179 parents and their kindergarten children in a small midwestern city who were also involved in a Head Start Transition Study.

Sample Characteristics:

50% Head Start, 50% non-Head Start families

53% incomes below 100% poverty guidelines

57% single parents

12% less than high school education

35% sad or depressed for at least 2 years

96% white

Recruitment

Families with Head Start experience were recruited by mail, with follow-up phone calls and door-to-door visits for families lacking telephones. Identical recruitment strategies were used to recruit non-Head Start families from the same neighborhoods. About 25% of the sample had no telephones.

Measures

Social Skills Rating Scale (Gresham & Elliot, 1990)

In the fall of kindergarten, parents were asked to assess their child's social skills. Parents responded to 30 3-point statements regarding the frequency (0 = never, 1 = sometimes, 2 = very often) of their child's cooperation, assertion, responsibility, empathy, and self-control. Mean item scores were used in all analyses. (Cronbach's alpha = .90)

Rosenberg's Self-Esteem Scale (Rosenberg, 1965)

In the fall of kindergarten, parents were asked to complete a self-report global measure of self-esteem. The Rosenberg consists of 10 statements with a four-point response format (1 = strongly agree; 4 = strongly disagree). (Reports of Cronbach's alpha range from .77 to .88)

Parenting Dimensions Inventory (Slater & Power, 1987)

In the spring of kindergarten, parents were asked to complete a measure of authoritative parenting that included parenting behaviors such as nurturance, responsiveness, consistency, and nonrestrictiveness. Parents responded to 26 statements using a scale from 1 (not at all descriptive of me) to 6 (highly descriptive of me). As a measure of authoritative parenting behavior, a mean item score for the entire 26 item scale was calculated; coefficient alpha for this scale was .80.

Procedure

All parent measures were collected in interviews conducted in the home both in the fall and the spring of the child's kindergarten year. In order to minimize the problems with parent literacy, interviewers read all of the questions to the parent and recorded their answers.

Results

Means and standard deviations for all variables are included in Table 1. Correlations among the parenting and child variables are listed in Table 2. Hierarchical regression analyses (see Table 3) indicated that, after accounting for the influence of poverty and parent education ($R^2 = .13$), parent's self-esteem ($\beta = .25$, $t = 3.8$, $p < .001$) accounted for an additional 7% of the variance ($F = 14.15$, $p < .001$) in authoritative parenting skills. In another series of hierarchical regression analyses (see Table 4), after accounting for the influence of poverty and parent education ($R^2 = .13$), parents' ratings of their children's social competence in the fall accounted for an additional 5% of the variance ($F = 11.23$, $p < .001$; $\beta = .23$, $t = 3.35$, $p < .01$) in their use of authoritative parenting skills in the spring.

Table 1

Means and Standard Deviations for Parenting and Child Variables (N = 179)

	Mean	S.D.
Parent Education	5.28	1.51
Parent Self-Esteem	3.20	.48
Children's Social Skills	1.23	.23
Parenting Behaviors	4.42	.57

Table 2

Correlations among Parenting Variables and Child Social Skills (N = 179)

	Parent education	Poverty	Parent self esteem	Children's social skills	Parenting Behaviors
Parent education		.28***	.19*	.16*	.33***
Poverty			.21**	.18*	.23**
Parent self esteem				.20**	.33***
Children's social skills					.30***

Note: * $p < .05$; ** $p < .01$; *** $p < .001$

Table 3

Effects of Poverty, Parent Education, and Parent Self-Esteem on Parenting Behavior (N = 179)

Variable	<u>B</u>	<u>SE B</u>	<u>β</u>	<u>R^2</u>	<u>ΔR^2</u>
Step 1				.13***	
Poverty	.05	.03	.11		
Education	.10	.03	.25		
Step 2				.20***	.07
Self Esteem	.31	.08	.26		

Note: ***p < .001

Table 4

Effects of Poverty, Parent Education, and Parent Perceptions of Children's Social Skills on Parenting Behavior (N = 179)

Variable	<u>B</u>	<u>SE B</u>	<u>β</u>	<u>R^2</u>	<u>ΔR^2</u>
Step 1				.13***	
Poverty	.06	.04	.12		
Education	.10	.03	.26		
Step 2				.18*****	.05***
Children's Social Skills	.58	.17	.23		

Note: ***p < .001; *****p < .0001

Conclusions

- Previous studies have interpreted causal directions of influence from parent to child using data collected at one time. Our data, collected longitudinally, suggests that parent self esteem does influence the quality of parenting that they provide at a later time.
- When parent perceptions of their children's social skills are assessed at the same time that parent perceptions of parenting are assessed, it is unclear whether the direction of influence is from the parent to the child or from the child to the parent. Our longitudinal data suggests that parents' perceptions of their children's social skills does influence their later parenting behaviors.
- Our results suggest that parents' self-esteem and their perception of their children's social competence are predictive of more authoritative parenting.
- Intervention programs that focus on parenting skills may be more effective by working on building parent self-esteem and parents' perceptions of their children's competence.

References

- Baumrind, D. (1996). The discipline controversy revisited. Family Relations, 45, 405-414.
- Bell, R.Q. (1968). A reinterpretation of the direction of effects in studies of socialization. Psychological Review, 75, 81-95.
- Gresham, F.M. & Elliot, S.N. (1990). Social skills rating system. Circle Pines, MN: American Guidance Service.
- Krevans, J. & Gibbs, J. C. (1996). Parents' use of inductive discipline: Relations to children's empathy and prosocial behavior. Child Development, 67, 3263-3277.
- Richters, J.E. (1992). Depressed mothers as informants about their children: A critical review of the evidence for distortion. Psychological Bulletin, 112, 485-499.
- Rosenberg, M. (1965). Society and the adolescent self-image. Princeton, N.J.: Princeton University Press.
- Rosenberg, M. (1985). Self-concept and psychological well-being in adolescence. In R. L. Leahy (Ed.), The development of the self (pp. 205-246). Orlando, FL: Academic Press.
- Rosenberg, M., Schooler, C., & Schoenbach, C. (1989). Self-esteem and adolescent problems: Modeling reciprocal effects. American Sociological Review, 54, 1004-1018.
- Slater, M.A. & Power, T.G. (1987). Multidimensional assessment of parenting in single-parent families. In J. P. Vincent (Ed.), Advances in family interaction, assessment, and theory (Vol. 4, pp. 197-228). Greenwich, CT: JAI Press Inc.



U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)



REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: <u>Predictors of Authoritative Parenting in Kindergarten</u>	
Author(s): <u>Karen Colbert and Susan Hegland</u>	
Corporate Source: <u>Iowa State University</u>	Publication Date: <u>5/19/98</u>

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY <u>Sample</u> TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
1

Level 1



Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.

The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY <u>Sample</u> TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
2A

Level 2A



Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY <u>Sample</u> TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
2B

Level 2B



Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Signature: <u>Karen K. Colbert</u>	Printed Name/Position/Title: <u>Adjunct Assistant Professor</u>	
Organization/Address: <u>205 Child Dev. Bldg. ISU</u> <u>Ames, IA 50011-1030</u>	Telephone: <u>515/294-7151</u>	FAX: <u>515/294-1765</u>
	E-Mail Address: <u>kcolbert@iastate.edu</u>	Date: <u>5/19/98</u>

Sign here, please



edu

(over)

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:	ACQUISITIONS DEPARTMENT ERIC/EECE 51 GERTY DRIVE CHAMPAIGN, IL 61820
---	---

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
1100 West Street, 2nd Floor
Laurel, Maryland 20707-3598

Telephone: 301-497-4080
Toll Free: 800-799-3742
FAX: 301-953-0263
e-mail: ericfac@inet.ed.gov
WWW: <http://ericfac.piccard.csc.com>